

**Amendments to the Claims:**

This listing of claims will replace all prior versions, and listings, of claims in the application:

**Listing of Claims:**

Claim 1 (currently amended): An audio visual method for enhancing receptive language learning by a young child by presenting the child with a set of vocabulary words, comprising the following steps:

- a. visually presenting to the child a first image, the first image being displayed on a first visually perceptible medium, the first image being a generic example of the class of object or action associated with a first word in which the object or action depicted in the first image is presented in such a way that it is clearly the focus of the visual presentation, the first image having a low level of abstraction with respect to the class of object or action associated with the first word;
- b. simultaneously with the visual presentation, presenting the sound of the first word corresponding to the object or action;
- c. simultaneously with the visual presentation and the sound presentation, presenting a visual image of the text of the first word corresponding to the object or action;
- d. after ~~the initial~~ presentation of the first image, the sound of the first word, and the visual image of the text of the first word, visually presenting the child with a second image, the second image being displayed on a second visually perceptible medium, the second image being an example of the class of object or action associated with the first word, the second image

having a higher level of abstraction than the first image with respect to the class of object or action associated with the first word;

- e. ~~after the initial presentation of the first image, the sound of the first word, and the visual image of the text of the first word, visually presenting the child with a second image, the second image being an example of the class of object or action associated with the first word, the second image having a higher level of abstraction than the first image with respect to the class of object or action associated with the first word;~~
- f. after presentation of the second image, visually presenting the child with a third image, the third image being displayed on a third visually perceptible medium, the third image being an example of the class of object or action associated with the first word, the third image having a higher level of abstraction than the first image with respect to the class of object or action associated with the first word;
- g. at the end of the sequence, visually presenting the child with a ~~generic~~ fourth image displayed on a fourth visually perceptible medium, the ~~generic~~ fourth ~~generic~~ image being ~~an~~ a generic example of the object or action associated with the first word, the ~~generic~~ fourth image being presented in such a way that the object or action is clearly the focus of the visual display, the fourth image having a low level of abstraction with respect to the class of object or action associated with the first word;
- h. simultaneously with the visual presentation at the end of the sequence, presenting the sound of the first word corresponding to the object or action;
- i. simultaneously with the visual presentation and the sound presentation at the end of the sequence, presenting a visual image of the text of the first word corresponding to the object or action; and
- j. repeating the above steps for each subsequent vocabulary word presented.

Claim 2 (previously presented): The method of claim 1 further comprising the following steps:

- a. repeating the presentation of the words using the same or different representative objects for each word;
- b. during the repeat presentation, after every few words have been reviewed, presenting a generic single object presentation for each word (containing the written word and its accompanying audio pronunciation) for all the words just covered; and
- c. continuing the cycle of presentations until all the words have been reviewed.

Claim 3 (new): An audio visual method for enhancing receptive language learning by a young child by presenting the child with a set of vocabulary words as claimed in claim 1, wherein the first visually perceptible medium is selected from the group consisting of books, booklets, and flashcards.

Claim 4 (new): An audio visual method for enhancing receptive language learning by a young child by presenting the child with a set of vocabulary words as claimed in claim 1, wherein the first visually perceptible medium is selected from the group consisting of computer monitors and video monitors.

Claim 5 (new): An audio visual method for enhancing receptive language learning by a young child by presenting the child with a set of vocabulary words as claimed in claim 1, wherein the second visually perceptible medium is selected from the group consisting of books, booklets, and flashcards.

Claim 6 (new): An audio visual method for enhancing receptive language learning by a young child by presenting the child with a set of vocabulary words as claimed in claim 1,

wherein the second visually perceptible medium is selected from the group consisting of computer monitors and video monitors.

Claim 7 (new): An audio visual method for enhancing receptive language learning by a young child by presenting the child with a set of vocabulary words as claimed in claim 1, wherein the third visually perceptible medium is selected from the group consisting of books, booklets, and flashcards.

Claim 8 (new): An audio visual method for enhancing receptive language learning by a young child by presenting the child with a set of vocabulary words as claimed in claim 1, wherein the third visually perceptible medium is selected from the group consisting of computer monitors and video monitors.

Claim 9 (new): An audio visual method for enhancing receptive language learning by a young child by presenting the child with a set of vocabulary words as claimed in claim 1, wherein the fourth visually perceptible medium is selected from the group consisting of books, booklets, and flashcards.

Claim 10 (new): An audio visual method for enhancing receptive language learning by a young child by presenting the child with a set of vocabulary words as claimed in claim 1, wherein the fourth visually perceptible medium is selected from the group consisting of computer monitors and video monitors.

Claim 11 (new): An audio visual method for enhancing receptive language learning by a young child by presenting the child with a set of vocabulary words, comprising the following steps:

- a. visually presenting to the child a first image, the first image being projected onto a visually perceptible medium with a projection device, the first image being a generic example of the class of object or action

associated with a first word in which the object or action depicted in the first image is presented in such a way that it is clearly the focus of the visual presentation, the first image having a low level of abstraction with respect to the class of object or action associated with the first word;

- b. simultaneously with the visual presentation, presenting the sound of the first word corresponding to the object or action;
- c. simultaneously with the visual presentation and the sound presentation, presenting a visual image of the text of the first word corresponding to the object or action;
- d. after presentation of the first image, the sound of the first word, and the visual image of the text of the first word, visually presenting the child with a second image, the second image being projected onto the visually perceptible medium with the projection device, the second image being an example of the class of object or action associated with the first word, the second image having a higher level of abstraction than the first image with respect to the class of object or action associated with the first word;
- e. after presentation of the second image, visually presenting the child with a third image, the third image being projected onto the visually perceptible medium with the projection device, the third image being an example of the class of object or action associated with the first word, the third image having a higher level of abstraction than the first image with respect to the class of object or action associated with the first word;
- f. at the end of the sequence, visually presenting the child with a fourth image projected onto the visually perceptible medium with the projection device, the fourth image being a generic example of the object or action associated with the first word, the fourth image being presented in such a way that the object or action is clearly the focus of the visual display, the fourth image having a low level of abstraction with respect to the class of object or action associated with the first word;

- g. simultaneously with the visual presentation at the end of the sequence, presenting the sound of the first word corresponding to the object or action;
- h. simultaneously with the visual presentation and the sound presentation at the end of the sequence, presenting a visual image of the text of the first word corresponding to the object or action; and
- i. repeating the above steps for each subsequent vocabulary word presented.

Claim 12 (new): The method of claim 11 further comprising the following steps:

- a. repeating the presentation of the words using the same or different representative objects for each word;
- b. during the repeat presentation, after every few words have been reviewed, presenting a generic single object presentation for each word (containing the written word and its accompanying audio pronunciation) for all the words just covered; and
- c. continuing the cycle of presentations until all the words have been reviewed.

Claim 13 (new): An audio visual method for enhancing receptive language learning by a young child by presenting the child with a set of vocabulary words as claimed in claim 11, wherein the projection device is selected from the group consisting of slide projectors and digital image projectors.

Claim 14 (new): An audio visual method for enhancing receptive language learning by a young child by presenting the child with a set of vocabulary words, comprising the following steps:

- a. using visual display means to display an initial image to the child, the initial image being a generic example of the class of object or action associated with a first word in which the object or action depicted in the

initial image is displayed in such a way that it is clearly the focus of the visual presentation, the initial image having a low level of abstraction with respect to the class of object or action associated with the first word;

- b. simultaneously with the visual display of the initial image, using sound reproduction means to reproduce the sound of the first word corresponding to the object or action;
- c. simultaneously with the visual display of the initial image and reproduction of the sound of the first word, using visual display means to display a visual image of the text of the first word corresponding to the object or action;
- d. after display of the first image, reproduction of the sound of the first word, and display of the visual image of the text of the first word, using display means to display a sequence of images to the child, the images in the sequence being examples of the class of object or action associated with the first word, each image in the sequence of images having a higher level of abstraction than the initial image with respect to the class of object or action associated with the first word;
- e. after display of the sequence of images, using display means to display a final image to the child, the final image being a generic example of the object or action associated with the first word, the final image being presented in such a way that the object or action is clearly the focus of the visual display, the final image having a low level of abstraction with respect to the class of object or action associated with the first word;
- f. simultaneously with the display of the final image, using sound reproduction means to reproduce the sound of the first word corresponding to the object or action;
- g. simultaneously with the display of the final image and reproduction of the sound of the first word, using display means to display a visual image of the text of the first word corresponding to the object or action; and

- h. repeating the above steps for each subsequent vocabulary word presented.